



Health and Social Care curriculum overview

Curriculum intent:

Health and Social Care Intent

Within Health and Social Care we aim to create learners that show **Respect** for themselves and others understanding how people grow and develop over time and how different life stages have different health and social needs. Students will develop respect and understanding of different cultures including understanding the British values that underpin society. We intend to create learners who can have the **Aspiration** to achieve and the belief that anyone can achieve if they work for it. Students will be to use scenarios and theoretical knowledge to share their aspirations both for themselves and other to promote the care values. Students will show **Determination** to succeed and not give up throughout their learning by developing skills in growth mind set and self-confidence through a mix of practical learning and theory application. Students who can debate and convey their point with determination yet also showing kindness to others. We want our students to be able to show **Independence**, being able to work to create solutions for real life scenarios. To manage their own learning and show a love for the subject by furthering their understanding outside school. Our students will show they can independently demonstrate the care values when working with clients.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" Maya Angelou

Autumn Term

Spring Term

Summer term

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9 Health and Social Care</p>	<p>Topic: Introduction to Health and Social Care</p> <p>Knowledge: Difference between Health and Social Hierarchy of needs Human Rights Life stages – Client groups PIES – Development 0+ years</p>	<p>Topic:</p> <p>Knowledge: Milestone Refugees Motor Skills Relationships Self- Concept VEPS - Types of abuse</p> <p>ASSESSMENT CLIENT GROUPS AND PIES</p>	<p>Topic:</p> <p>Knowledge: Referral methods Factors Short term Factors Long term Factors Vicious circles</p>	<p>Topic:</p> <p>Knowledge: Job roles and Careers Informal, Formal and Voluntary support</p> <p>ASSESSMENT - VICIOUS CIRCLE TEST</p>	<p>Topic:</p> <p>Knowledge: Barriers Accessibility Blooms Taxonomy</p>	<p>Topic:</p> <p>Knowledge: Development scenarios Case study analysis Interview methods Action plan Introductions</p> <p>Action plan assessment</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 10 Health and Social Care</p>	<p>Topic:</p> <p>Knowledge: Difference between Health and Social Hierarchy of needs Care Providers Life stages – Client groups PIES – Development 0+ years Milestone Self esteem Self Image Self Concept VEPS - Types of abuse</p>	<p>Topic:</p> <p>Knowledge: Methods of research Interpreting research</p> <p>C1 LAA research – Suggested 6 Hours</p>	<p>Topic:</p> <p>Knowledge: Life changing events Effects on Development Factors</p> <p>C1 LAA - assessment task. – Suggested 24 hours</p>	<p>Topic:</p> <p>Knowledge: Primary, secondary, tertiary care Job roles and Careers Informal, Formal and Voluntary support Barriers Accessibility Blooms Taxonomy</p>	<p>Topic:</p> <p>Knowledge: Primary research Identifying Barriers Overcoming barriers Action planning</p> <p>C1 LAB research – Suggested 4 Hours</p>	<p>Topic:</p> <p>Knowledge: Support Abuse Bereavement Barriers Job roles</p> <p>C1 LAB - assessment task. – Suggested 20 hours</p>

Year 11 Health and Social care	<p>Topic:</p> <p>Knowledge:</p> <p>Case studies reviews Vicious circles Local provision Types of service Housing Demographics</p> <p>C2 LAA research – Suggested 8 Hours</p>	<p>Topic:</p> <p>Knowledge:</p> <p>Barriers Types of Care Services Overcoming Barriers Work towards action plans</p> <p>C2 LAA Analysis of local area – Suggested 12 Hours</p> <p>Revision</p>	<p>Topic:</p> <p><u>EXAM JANUARY SERIES</u></p> <p>Revision/ Mock papers</p> <p>Knowledge:</p> <p>Analysis of case studies Principles of care Dignity/ empathy Safeguarding Empowerment</p> <p>C2 LAB Role play – Suggested 8 Hours</p>	<p>Topic:</p> <p>Knowledge:</p> <p>Understanding care needs Vocational practices and their importance. Identifying service user needs Delivering personalised care plans</p> <p>C2 LAB Analysis role play– Suggested 12 Hours</p>	<p>Topic:</p> <p>EXAM JUNE SERIES</p> <p>Revision/ Mock papers</p> <p>Knowledge:</p> <p>Case study analysis Development Factors Short and long term factors Services Support Interpreting data</p>	<p>Topic:</p> <p>Knowledge:</p>
	Updated July 2019					

Functional Skills:	
Literacy	Numeracy
<p>All Health & Social Care lessons start with pupils reading the objectives individually and then acting upon them as accordingly</p> <p>KS4</p> <ul style="list-style-type: none"> Health & Social Care follows the marking policy of the school and pupils are given regular opportunities to undertake comprehension tasks and evaluations to enhance their levels and improve literacy skills. Pupils learn how to write about different case scenarios and annotate texts meaning and the data about an individual. PEE (POINT, EVIDENCE and EXPLAIN) writing is crucial in conveying detail in answers when preparing for the exam. There is a mixture of short and long essay style questions in two different sections of a paper. Section A, will look into at an individual person's case study where you will be required to annotate its meaning and pinpoint positive and negative aspects of a person current life situation and explain 	<p>Health & Social Care involves the use of functional math skills when looking at physiological data, such as Body Mass Index, Lung Capacity (Peak Flow) Blood Pressure, Pulse Rates etc. This might include basic addition, measuring and ratios.</p> <p>Related numeracy outcomes</p> <ul style="list-style-type: none"> Time Measurement Division Multiplication

your points. Section B will be the essay style answers were you will be required to write up a care plan, with actions, including how this would improve someone's health and mental well-being.

Contribution to students social, moral, spiritual, cultural, personal development & wellbeing
"Prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible" Maya Angelou

Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Health & Social Care look at different people's social back ground and we encourage healthy dialogue and viewpoints and also beliefs. We encourage pupils to consider the values, attitudes and roles of people that occur in different societies and cultures. We have lots of discussion around people's life choices and beliefs and we promote debate type lessons so we can all have an opinion and a voice. In Health & Social Care we learn to respect other people's opinions and individuality.</p>	<p>In Health & Social Care moral education is delivered in most topics we cover in KS4. This involves pupils discussing values, attitudes, and beliefs relating to a range of ethical and social issues. Pupils develop an understanding of concepts related to equality, diversity and human rights. In Health & Social Care pupils are able to gain knowledge of discriminatory practice and means of combatting it discussing out key values and the anti-discrimination act. Moral education spans across many areas of study in Health & Social Care with ethical issues being discussed and debated.</p>	<p>Through various units of work all pupils in Health & Social Care look at several cultures with different beliefs, past a present demonstrating respect and understanding to all. We look at the medical aspects of care for different cultural and religious backgrounds, we look at a positive and negative aspects of some decision making and we learn to respect different people's backgrounds and culture for they are without being judgmental and we promote respect for faith, community and spirituality.</p>	<p>We live and work in a very diverse and multicultural society which makes it essential that different backgrounds and lifestyles are recognized and respected. In different topics throughout the KS4 scheme we provide learners with knowledge and understanding of the cultural diversity that exists in society today and the different religion, culture and beliefs individuals follow. Pupils will gain an appreciation of how social class, culture and legislation and other factors impact on equality of opportunity.</p>	<p>Health and Social Care prepares pupils for a "REAL" life future in our society today. Pupils will understand the principles underpinning Health & Social Care and also learn to relate them to everyday life. Pupils will learn the principle care values and learn how to promote anti-discrimination, choice, the rights of an individual, showing people dignity, respect, confidentiality, all of which enhance a person's knowledge to give them more tolerance and understanding in an ever-changing society/world.</p>

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & Labour market information	Workplace visit	Encounters with further / higher education
<p>Health & Social Care throughout KS4 always discusses links to different careers within the health care and also social care, we dedicate research lessons into different career and look at their core care values and we also research qualifications need to progress to these careers and if possible any vocational approach too. This links to a compounding in their coursework so is covered thoroughly.</p> <p>KS4 – Through 1:1 progress Careers Meetings, time is given to discuss future pathways linking learning to their future.</p>	<p>Ex pupils are invited into school to share their experiences with Year 9 and 10 students regarding studying Health & Social Care and the career pathways they chose. These inspirational talks come from the working fields of:</p> <ul style="list-style-type: none"> • Mental health nurse of the year • Midwife • Politicians • Art therapist • Child care workers • Teaching assistance • Nurse • Trainee nurse • Also conducting interviews with relevant case studies for coursework in year 10 • Parenting and Social Care Worker • Care Values Guest Speaker 	<p>Regular research by staff are undertaken to explore the changes in the Health & Social Care field and regularly feedback to inform pupils of any changes that may impact their chosen future career pathways.</p> <p>Also Career interviews within school are taken place to guide and advise pupils on best routes and pathways for their progression to fulfill their ambitions.</p> <p>In lesson career and job role research lesson focusing on the principles of care for each care worker</p>	<p>Selected students are taken to Manchester university on different seminars:</p> <ul style="list-style-type: none"> • Career enhancement and aspiration • Operating theatres nurse • Dental nursing • Nursing • Podiatrist • Physiotherapist 	<p>Manchester University Trainee Nursing Hospital Day Trip-we take pupils to the university where is shows them “A-day-in-the-life-of-a nurse” we have a tour around the university, we look at their classrooms, operating theatres and also their student accommodation.</p> <p>Greater Manchester NHS Careers Day Trip, pupils were encouraged to take part in various activities throughout the day with different NHS roles with the potential of future careers.</p> <p>GM NHS Careers – visit day. This is for all year 9 and 10 pupils, different workers in the NHS come in for the day and work delivering different workshops about different careers within the NHS</p>